

DURANGO SCHOOL DISTRICT 9-R

JOB DESCRIPTION

Job Title: High School Academic Advisor
Department: School
Typical Work Year: 10 Months

Pay Grade: Licensed Salary Schedule
FLSA: Exempt
Prepared Date: February 2, 2016

SUMMARY: Utilizing leadership, advocacy, and collaboration, the high school academic advisor works in conjunction with the high school teaching faculty and the high school counselors to promote student success, provide proactive/preventive services, and respond to identified student needs by coordinating and implementing a comprehensive school-wide academic advising program that addresses academic and career development for all students.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The frequency and percentage of time of duties may vary based on building or department assignment.*

Development and Management of a Comprehensive School Academic Advising Program

- Discusses the comprehensive school academic advising program with the school administrator and completes a yearly management agreement with the school administrator. Data guides the development of the yearly management agreement. Work schedule is set yearly with the master agreement.
- Communicates the goals of the comprehensive school academic advising program and the resources available to students and families through the use of newsletters, calendars, career center materials, website, etc.

Delivery of a Comprehensive School Academic Advising Program – Academic Advising Curriculum, Individual Student Planning, Preventive and Responsive Services, System Support

- Provides leadership and collaborates with other educators to integrate and deliver the school-wide career and academic advising program
- Provide training and applicable materials and resources to teachers to ensure teachers are prepared to deliver lessons to support the career and academic program for the school
- Facilitates and coordinates the Individual Career and Academic Planning process for the school.
- Facilitates and coordinates the post-secondary application and financial planning processes for students. Coordinates the NCAA Clearinghouse process.
- Leads the school-wide academic advising process to ensure all students are appropriately scheduled
- Facilitates and coordinates the concurrent enrollment opportunities available to students
- Facilitates and coordinates student internship opportunities and alternative crediting opportunities
- Facilitates and coordinates academic and career planning parent nights, college visits, military recruiting, FAFSA information sessions, etc. Manages the career center.
- Collaborates with the teaching faculty and the high school counselors to monitor student attendance and grades
- Collaborates with school district and community partners to address academic and career needs -- assigns district and BOCES services and makes referrals as needed.
- Provides leadership and training in evidenced based academic interventions for students

Accountability for a Comprehensive School Academic Advising Program

- Conducts a yearly program audit to review extent of program implementation
- Collects and analyzes data to guide program direction and emphasis
- Measures results of the school program activities and shares results

ADDITIONAL JOB REQUIREMENTS:

- Assure the safety and welfare of students including necessary actions to insure that students are supervised at all times.

- Demonstrate faithfulness and promptness in attendance at work.
- Submit required reports promptly at the times specified.
- Demonstrate care of and protection of School District property.
- Report suspected child abuse or neglect as required by law.
- Use the District’s internet and E-mail system as specified in Policy.
- Fulfill other duties as assigned by the Principal, Superintendent or their designees.

EDUCATION AND TRAINING: Minimum: Bachelor’s degree from accredited university. Secondary or Post-secondary teaching experience preferred.

EXPERIENCE: Experience is preferred but may not be necessary for hiring.

CERTIFICATES, LICENSES, & REGISTRATIONS: Colorado Teaching License or Colorado Special Services Provider License.

TECHNICAL SKILLS, KNOWLEDGE, & ABILITIES:

- Communicate effectively in written and oral form using positive interpersonal skills
- Consultation skills
- Ability to establish professional relationships within the school and school community to enhance student achievement
- Ability to develop and support the behavior intervention plans, classroom management systems, and reinforcement systems
- Ability to use effective instructional strategies and techniques for at risk learners
- Ability to provide leadership to staff in the area of academic interventions to promote student academic achievement
- Experience in data collection and data analysis
- Ability to develop and provide training related to effective instructional practices and behavioral intervention practices in all school settings.
- Ability to use proper English grammar, punctuation, and sentence structure
- Ability to promote and follow Board of Education and District Policies, Superintendent policies, and building/department procedures.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

Reports: Principal

Direct Reports: May assist in supervising classified staff in the counseling office.

- Responsible for supervising the behavior and well-being of students in the classroom, getting on and off the bus, at recess, lunch, and to and from classes.

BUDGET AND/OR RESOURCE RESPONSIBILITY: Assist with planning and monitoring the building budget.

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

| PHYSICAL ACTIVITIES: | Amount of | | | |
|-------------------------------------|-----------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand | | | X | |
| Walk | | | X | |
| Sit | | | X | |
| Use hands to finger, handle or feed | | X | | |
| Reach with hands and arms | | X | | |
| Climb or balance | X | | | |
| Stoop, kneel, crouch, or crawl | | X | | |
| Talk | | | | X |
| Hear | | | | X |
| Taste | X | | | |
| Smell | | X | | |

| WEIGHT and FORCE DEMANDS: | Amount of | | | |
|---------------------------|-----------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds | | | | X |

| | | | | |
|----------------------|---|---|--|--|
| Up to 25 pounds | | X | | |
| Up to 50 pounds | | X | | |
| Up to 100 pounds | X | | | |
| More than 100 pounds | X | | | |

| MENTAL FUNCTIONS: | Amount of | | | |
|----------------------|-----------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare | | | X | |
| Analyze | | | X | |
| Communicate | | | | X |
| Copy | | | X | |
| Coordinate | | | X | |
| Instruct | | | X | |
| Compute | | | X | |
| Synthesize | | | | X |
| Evaluate | | | | X |
| Interpersonal Skills | | | | X |
| Compile | | | | X |
| Negotiate | | | X | |

| WORK ENVIRONMENT: | Amount of | | | |
|---------------------------------------|-----------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | X | | | |
| Work near moving mechanical parts | X | | | |
| Work in high, precarious places | X | | | |
| Fumes or airborne particles | X | | | |
| Toxic or caustic chemicals | X | | | |
| Outdoor weather conditions | | X | | |
| Extreme cold (non-weather) | X | | | |
| Extreme heat (non-weather) | X | | | |
| Risk of electrical shock | X | | | |
| Work with explosives | X | | | |
| Risk of radiation | X | | | |
| Vibration | X | | | |

| VISION DEMANDS: | Required |
|---|----------|
| No special vision requirements. | |
| Close vision (clear vision at 20 inches or less) | X |
| Distance vision (clear vision at 20 feet or more) | X |
| Color vision (ability to identify and distinguish colors) | |
| Peripheral vision | |
| Depth perception | |
| Ability to adjust focus | X |

| NOISE LEVEL: | Exposure Level |
|--------------|----------------|
| Very quiet | |
| Quiet | |
| Moderate | X |
| Loud | |
| Very Loud | |